



Michigan Student Data System (MSDS)

Teacher-Student Data Link (TSDL) Addendum Version 1.0

2014-2015 School Year

Questions or comments about this document should be directed to:

Email: CEPI@michigan.gov

Phone: 517-335-0505, option 3



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Introduction

This manual has been created to help districts understand the ins and outs of reporting Teacher Student Data Link (TSDL) data. For information regarding the Michigan Student Data System (MSDS) and the components and characteristics for TSDL, please see the [2014-2015 MSDS Collections Details Manual](#).

The Teacher Student Data Link (TSDL) Collection gathers data that tie the teacher of record to a particular course and student. These data are necessary to meet the requirements of state legislation in the State School Aid Act. Also, Michigan Department of Education (MDE) distributes grant monies to school districts to implement and conduct several activities, including linking teachers to students, and conducting educator evaluations and the resulting effectiveness labels. The State Fiscal Stabilization Fund grant required each district, as a condition of receiving funds, to sign assurances that included providing the data required to fulfill the state's grant application. It is expected that at least one course record (with associated teacher Personnel Identification Code [PIC]) be reported for each student, with exceptions for early childhood, adult education, home-schooled and nonpublic school students, as well as some special education students.

Data reported in this collection, or the lack thereof, will be used by MDE in scorecard calculations. Specifically, schools with a TSDL student inclusion of under 95% will receive 0 points (out of 5% total possible points) and a red cell for the Educator Evaluations component on the Michigan School Accountability Scorecards. Additionally, a school that receives a red cell for the Educator Evaluations component will earn no higher than an overall yellow scorecard.

Beginning in the 2014-2015 school year, the TSDL Collection will be an ongoing collection that will allow districts to input/upload TSDL data throughout the year with a certification date of July 30, 2015.

Freedom of Information Act (FOIA)

The State of Michigan follows appropriate procedures for a FOIA request if and when such a request is received.

Teacher information: CEPI will post summary reports of the effectiveness ratings by district. There is no plan to post data with the names of individual teachers or administrators.

Student information: Individual student information cannot be shared through a FOIA request. In addition, aggregate reports are subject to data suppression guidelines (specifically for those areas where small numbers are reported and individual students might be identifiable).

District Responsible For Reporting

The district identified as the Primary Education Providing Entity (PEPE) is responsible for ensuring all course data are reported for their students. However, that does not mean they must physically report the data. Logically, it would be expected that the entity providing the service would report the data (since they have all the course information). The teacher who is providing the service and the entity that is affecting the student's performance (the district/school providing the educational service) need to have the data returned to them. The data will be returned using the PIC/School Facility Number combination on the student record from TSDL. This process is different from funding and accountability. Districts that share a student must work together regarding TSDL reporting. Following are a few options:

- * Both districts may report the student but submit only those courses provided by their entity and/or staff.
- * There may be a cooperative agreement wherein one of the districts is responsible for reporting the student's course data in TSDL.
- * A district providing the bulk of the student's courses may offer to include data for a single course the student is taking at another district. In this case the "other" district will need to provide the reporting district with all the submission details (e.g., teacher PIC, local course ID, course grade, completion status, etc.).

Ultimately the PEPE district is responsible for ensuring that all the student's courses are reported in TSDL. In the case of Shared Education Entities (SEEs), whichever entity reported the student in the General Collection should report the student in TSDL.

General Information & Guidance

Beginning with the 2014-2015 TSDL Collection, all migrant-eligible students will need to be reported within ten days of the migrant-eligible student enrolling in your district and also within ten days of the migrant-eligible student exiting your district.

Starting in 2013-2014, both the Subject Area Code and the Course Identifier Code characteristics are required to be reported unless the student record is submitted with Subject Area code "00" (Career & Technical Education [CTE] course also reported in the Career Tech Education Information System [CTEIS]).

It is expected that at least one teacher will be reported for each student, with exceptions for early childhood, adult education, non-migrant-eligible home-schooled and non-migrant-eligible nonpublic school students, as well as some special education students.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Student Course	4	Required	Yes	Unbounded

Additional training and support documentation for this collection are available on the [Teacher Student Data Link](#) Teacher Student Data Link subpage of the CEPI MSDS Web page. Additional resources on this page include the XML schema, sample XML file, and a schema summary that compares the current year's schema to the previous year's collection.

Which Students Do We Report?

Students Expected to Be Reported

It is expected that most students who were enrolled in your district, during the school year, will have at least one course reported. This includes all grade levels, (kindergarten through twelfth), and ungraded special education settings (for students through age 21). Courses that will appear on the student's academic record are expected to be reported regardless of whether or not a course grade is reported in that academic record. Students who were enrolled for very brief periods of time, resulting in no course information being posted to their academic records, and those who are identified as exempt (see below) are not required to be reported.

All courses for a migrant-eligible student in grades 9-12 must be reported even if the course is not reported on the student's academic record. All other migrant-eligible students (kindergarten through eighth grade) should have at least one course reported.

There must be a teacher PIC assigned to each course. However, the course grade and credits granted are not required for prior-to-secondary (elementary) level courses. The National Center for Education Statistics (NCES) Prior-to-Secondary School Codes for the Exchange of Data (SCED) codes provide for reporting self-contained classes by grade level as well as individual subject area. District users may report elementary courses using either option. Developmental kindergarten students are reported just as any other kindergarten or elementary students.

Students Exempt From Reporting

At this time, early childhood (grade 30), adult education (grade 20), non-migrant-eligible home-schooled and non-migrant-eligible nonpublic school students are not reported in this collection. Special education students who are 22 years of age or older, as of the Special Education count date (October 1, 2014 for the 2014-15 school year) and have not completed K-12 education are also

exempt. In addition, non-migrant-eligible students who were not enrolled in your district for a period long enough for the *course* to be reported on the student's record are not required to be reported.

At this time, the following students are not required to be reported:

- Early Childhood students (reported with grade '30')
- Adult Education participants (reported with grade '20')
- Home-school students who are not migrant-eligible (reported with residency code '07' or '15')
- Nonpublic students who are not migrant-eligible (reported with residency code '04' or '08')
- Special Education Students who are 22 years of age or older as of the Special Education count date (October 1, 2014 for the 2014-15 school year) and have not completed K-12 education
- Non-migrant-eligible students who were not enrolled in your district for a period long enough for the *course* to be reported on the student's academic record

Early Childhood Participants

Children who are only participating in early childhood programs and are not enrolled in a K-12 education program are not required to be reported in the TSDL Collection. However, the system will allow these students to be reported. If a student is participating in early childhood programming and is also enrolled in a K-12 education program, you are required to report the K-12 course(s) information. This includes students enrolled in developmental or retention kindergarten programs.

Elementary Students

All non-exempt students who have been actively enrolled in your district during the school year are required to be reported with at least one course. This includes students in kindergarten and other elementary grade levels. These students may be reported with a single course representing a self-contained elementary grade classroom or individual courses may be reported for each subject area in which the student is assessed. Your district must decide how to report students in elementary classrooms. Elementary level courses may be reported without course grades or credit earned.

Middle School/Junior High School Students

Students in grade levels typically associated with middle school or junior high school settings may be reported as taking courses at an elementary or secondary level. These students must have at least one course reported in the TSDL collection. The MDE has created guidelines for determining when to identify a course as elementary or secondary level. These guidelines are available in the "Additional Resources and Training" section of the [Teacher Student Data Link](#) Web page. Secondary level courses must include course grade and credit information.

High School Students

Secondary level courses are generally reported for students in high school (grades nine through twelve). These courses must be reported with the final grade and credit earned. Students who are twenty-two years of age or older are not required to be reported in the TSDL Collection.

Students with Active IEPs Participating in Special Education

Students who are receiving special education services or programming must be reported in the TSDL Collection with the following exceptions:

- Students who are age 22 or older as of the designated special education child count date.
- Students who are only receiving early childhood services and are not participating in K-12 education.

NOTE: Students who are participating in a transitional program (reported with Grade or Setting code "14") are not exempt and must be reported with at least one course, unless they fall into one of the exempted groups.

Homeschooled and Nonpublic School Students

Non-migrant-eligible homeschooled and nonpublic school students are not required to be reported in TSDL. This exemption is determined by the reported Student Residency code submitted in MSDS General or SRM Collections. Students who are reported as actively enrolled in your district with any other residency code during the school year are not exempt under this section. Migrant-eligible homeschooled and nonpublic school students must still be reported in TSDL.

State-Approved Career and Technical Education (CTE) Programs

Course information reported through the Career and Technical Education Information System (CTEIS) for state-approved CTE courses are not required to be reported in TSDL. CEPI will obtain these data from CTEIS. However, any courses taken by a non-exempt student that are not state-approved CTE courses or are state approved CTE courses that are not reported in CTEIS must be submitted in the TSDL Collection.

NOTE: To accommodate local student information systems that cannot exclude CTE courses from their student records, you may report state-approved CTE courses with Subject Area Code "00" if the course is reported in CTEIS. This allows the record to be submitted without a teacher Personnel Identification Code (PIC). CTE courses that are not reported in CTEIS must be reported in the TSDL Collection with the appropriate Subject Area Code (not "00") and a teacher PIC must be reported.

Adult Education Participants

Students participating in adult education programs are not to be reported through the TSDL Collection. A record-level error will be generated when students are reported with Grade or Setting code "20" (adult education) in this collection.

Exited or Transfer Students

All non-exempt students who have been actively enrolled in your district during the school year are required to be reported with at least one course. This includes students who exit or transfer into your district mid-year. Your district must determine when a non-migrant-eligible student has been in attendance for a period of time long enough to warrant reporting course data to TSDL. As a rule of thumb, if the course would be noted in the student's CA60 or similar academic record, it should be reported in the TSDL Collection. Migrant-eligible students who exit or transfer into your district during the year must be reported within ten days of exiting or transferring in.

When Do We Report?

Starting with the 2014-2015 school year, the Teacher Student Data Link Collection will be open throughout the school year. Migrant-eligible students must be reported with ten days of enrolling in your district and ten days after exiting your district. You may report your non-migrant-eligible students throughout the school year or you can wait until the end of the year to submit them. However, you must report all non-exempt students who had been actively enrolled in your district at some point during the school year prior to the certification deadline of July 30, 2015.

How Do I Report Students Who...

...Attend more than one district

A student may be reported in TSDL by more than one district. A student may move between districts during the school year or may be a "shared" student, taking courses at different school districts during the same time period. We would expect that a district reporting a student in TSDL would have also reported the student's enrollment information in one of the previous MSDS Collections during the 2014-2015 school year.

...Test out of a class

A course in which the student has earned credit by "testing out" should be reported in TSDL with all applicable characteristics. Submit code "TO" in the Completion Status characteristic to indicate the student tested out of the course. Tested-out courses must still be reported with the teacher PIC, Course Grade and Credits Granted characteristics. Also, students testing out of a course should be assigned to a teacher and a course. That teacher would then be considered the teacher of record and responsible for testing the student out of taking the course. If it is a core content course, then the teacher must be highly qualified.

...Transfer in from another school district

Your district should report the final status of the courses taken by the students at your district.

For example: A student transfers to your district with partial credit for a freshman algebra course. The student completes the remaining requirements for the course while enrolled in your district, earning a course grade "A." The course will be reported by your district in the TSDL Collection with these data. TSDL does not distinguish between students who transfer into a course and those who are enrolled from the beginning of the course. However, your district may consider this information when applying student level performance change data as it relates to state assessments in your teacher evaluation process.

This student's previous district would also report this student in its TSDL Collection if any of the student's courses were reported on his/her academic record for the period the student was enrolled in his/her district. This is true even if no grade or credit was reported in the academic record.

Migrant-eligible students must be reported within ten days of the student entering the district regardless of whether the course is included in the student's academic record. Courses for migrant-eligible students may be submitted in TSDL with a Completion Status of "OE" (Ongoing Enrolled).

...Transfer to another school district

Any course reported on a non-migrant-eligible student's academic record should be included in the TSDL Collection, even if no course grade or credit is reported. If the non-migrant-eligible student was not enrolled for a period of time long enough to warrant the reporting of the course on the student's academic record, then that course does not need to be reported in TSDL. It is up to each district to determine when a course should be reported for non-migrant-eligible students. A good indicator of what should be reported for the student is the information your district documents in the student's official record (CA-60).

Example 1: A student completes eight weeks of a freshman algebra course before transferring out of your district. At the point of transfer, the student is earning an "A" based on the completed course work. Your district determines that the student has completed enough of the course to earn .25 credits of the possible 1.00 for the course and will report a course grade of A on the student's academic record. In the TSDL Collection your district will report this student with "A" in the Course Grade, ".25" in the Credits Granted and "WP" (Withdrawn/Passing) in the Completion Status characteristics. All other required characteristics should also be included with the appropriate values.

Example 2: A non-migrant-eligible student enrolls in your district at the beginning of the school year and exits before the end of the first marking period. No course grade or

academic credit is earned during his/her enrollment **and** no course information is noted in the student's academic record. It is not necessary to report this student/course in the TSDL Collection.

All courses for migrant-eligible students must be reported in the TSDL Collection regardless of whether the course is reported on their academic record. If the student received an academic mark or grade associated with the course and/or earned partial credit for the course, it should also be reported. All migrant-eligible student courses must be reported within ten days of entering or exiting the district.

Example 3: A migrant-eligible student enrolls in your district at the beginning of the school year and exits before the end of the first marking period. No course grade or academic credit is earned during his/her enrollment **and** no course information is noted in the student's academic record. This course must be submitted within ten days of the student enrolling in the district with a Completion Status of "OE" (Ongoing Enrolled). When the student leaves the district, the course information is submitted with the grade, credit, and completion status included within ten days of the student's exit date.

NOTE: The MSDS cannot determine when a student should or should not be included in the TSDL Collection. The system provides a report (TSDL Missing Students) showing any students reported as being enrolled during the school year who are not included in TSDL. Your district should review this closely to confirm that the students on the report meet at least one of the criteria to be exempt.

...Dropout or transfer to a different section of a course

If a non-migrant-eligible student was enrolled in the course or course section for a period of time long enough for the course (not necessarily a grade or credit) to be reported on his or her academic record, you should report the course in TSDL. It is up to each district to determine when the non-migrant-eligible student was enrolled for enough time to be reported in the collection

...Attend a fifth year of high school

Fifth-year seniors, which are reported in Grade or Setting 12, are reported in the same manner as all other secondary students.

...Attend a cyber school

To determine if a cyber school is in-state or out-of-state, check with the Educational Entity Master (EEM). If the school is listed in EEM, it is considered an in-state school, either private or public. In-state cyber schools that are listed as a public school in EEM are considered public school academies (PSAs). PSAs should report all course and teacher data for these students just as any other public school courses.

...Attend an alternative school

Courses taught through an alternative education program are treated the same as any other secondary school course and therefore should be reported.

...Have a Seat Time Waiver

Seat time waiver courses should be reported with the correct type of virtual instruction in the Virtual Method characteristic. Each course must have a certificated teacher assigned to the course who is responsible for meeting with the student and monitoring student progress. Teachers reported with virtual delivery courses may also be identified as mentor teachers. When student performance data are returned (as it relates to state assessments), the district will determine how the performance data for mentored students are factored into the teachers' evaluations and effectiveness labels. Remember that mentor teachers must be certificated teachers.

...Attend a Shared Educational Entity (SEE)

The district providing the instruction to the student should be reporting the data for that student. The teacher who is providing the service and the entity that is affecting the student's progress (the district/school providing the educational service) needs to have the student performance data (as it relates to state assessments) returned to them. The data will be returned using a combination of the PIC and the School Facility Number on the student record from TSDL. This process is different from funding and accountability; therefore, the district that reported the student for FTE in a MSDS General Collection may not be the district that reports him/her in the TSDL collection.

...Attend an Early Middle College/Dual Enrollment program

Courses taught by a post-secondary instructor at a post-secondary level that would result in the student receiving high school credit if the course is passed must be reported in TSDL. However, reporting a teacher (PIC characteristic) is optional. These courses must be reported with code 07 – Dual Enrollment/Early Middle College in the Course Type characteristic. NOTE: Not all courses taken as part of an Early Middle College program are at the post-secondary level. Only courses that are post-secondary level should be reported with code 07 in the Course Type characteristic.

...Receive instruction in a Self-Contained Classroom

Students in a self-contained fourth-grade classroom, as an example, who are with the same teacher most of the day may be reported with the appropriate non-subject specific prior-to-secondary code (in this case 73-034). If a student also has break-out classes, such as physical education or art that are taught by another teacher, those courses should also be reported. See the “Elementary Courses” section for more information.

...Take a course with more than one instructor

The system allows up to three PICs to be reported for each course in the student's record. All teachers who are responsible for the student's progress (provide instruction, test/quiz, and evaluate the pupil's performance) in the class should be reported. A teacher who is participating in the class in a support capacity but is not determining assignments or grades does not need to be reported. (For example, a special education teacher who comes into the class to provide extra support for students with IEPs.) It is a local decision whether to report these additional support resource teachers in the TSDL Collection. If they are reported, student performance level data, as it relates to state assessments, will be returned accordingly.

...Take Credit Recovery courses

Courses taken for credit recovery are treated the same as any other course and therefore should be reported. The teacher must be a certified teacher. Each course is treated as unique. The student's record will include the data submitted for both courses. This means if the credit was recovered with a different teacher, both teachers would be reported.

...Take Correspondence Courses

If the district arranged for, paid for, sponsored or otherwise is associated with the student being enrolled in the course and it will be added to the student's academic record, then it must be reported in TSDL. If there is K-12 credit granted for the course, it needs to be associated with a certificated instructor. The course may be reported with a virtual delivery method.

If the district was not associated with the student enrolling in the course, and/or is simply adding the course onto the student's transcript as "transferred in" from another district, it is not necessary to report the course.

...Take Summer School Courses

Courses taken in the summer of 2015 may be reported in this year's TSDL Collection or in next year's TSDL Collection. If these courses are reported in the 2014-2015 TSDL Collection, they will be included when MDE provides student level performance information back to your district. If these courses are reported in the 2015-2016 TSDL Collection, MDE will not provide districts with student level performance information. Therefore, if you want to receive data back from MDE on your summer school students to use as part of your teacher evaluation process, be sure to include the 2014-2015 summer school course data in your 2014-2015 TSDL Collection. IMPORTANT: Be sure to review the [Append/Replace](#) section below.

Students who do not have a final grade in a course (summer school or otherwise) by the TSDL certification deadline may be reported with an "incomplete" course grade (such as "I").

However, please be consistent (i.e. don't report "I" in some records and "incomplete" in others).

If your district opted to wait and report students' 2013-2014 summer school courses in the 2014-2015 TSDL Collection, be sure to select the appropriate Academic Year characteristic value for each student/course in the Student Course Component (i.e. last year's summer school courses must be reported with "2013-2014" in the Academic Year Characteristic). When the Academic Year Characteristic is blank, the data are defaulted to the current year's TSDL Collection for reporting purposes. The student's record will need to include both the 2014-2015 course data and the 2013-2014 summer school course data. In order to accomplish this, you may try one of the following approaches:

- Upload your 2014-2015 student course data and then use the online data entry method to add last year's summer school course data.
- Upload your 2013-2014 summer school course data, review and certify the collection, and then upload your 2014-2015 course data.

Append/Replace Rules for TSDL

When subsequent files are uploaded into the TSDL Collection within the same staging area, the system looks to see if any uncertified records exist for the same student and school facility combination. If so, the system will overwrite the entire student record with the newly updated course data. In other words, you cannot upload a file with some courses for a student and then upload additional courses for the same student in the same building within the same uncertified Staging Area without overwriting the first set of courses reported.

If files are uploaded into the Staging Area after a certification and sees the same student in the new collection then the previous record in the Staging Area may be overwritten if the current course data matches the previous course data when the new file is uploaded with that same student/school building combination.

Example 1: One file with 2013-2014 summer school courses for James Jones was uploaded in mid-September, and a second file with 2014-2015 student courses for James Jones was uploaded two weeks later. The first upload with the 2013-2014 data had not been certified prior to the second upload. The second upload will overwrite all of his 2013-2014 data.

Example 2: One file with 2013-2014 summer school courses for Terri Jones was uploaded in mid-September, and a second file with 2014-2015 student courses for Terri Jones was uploaded mid-October. The 2013-2014 data was certified prior to uploading the 2014-2015 data. In this scenario, the 2013-2014 data will not be overwritten.

Reporting Special Education Student Data

Grade 14 may only be reported if **all** the following conditions are met:

- The student with an IEP is attending a transition program.
- The student with an IEP is 18 years of age or older as of December 1 of the current school year.
- The student completed a high school state assessment.

If the student with an IEP is in a graded classroom for either special education or general education, report that grade. This includes shared time students who attend graded classrooms in other districts.

If the student with an IEP is only educated in an ungraded setting, report the most appropriate grade based on the student's age as of December 1 of the current school year. The following is a guideline districts should follow when assigning a grade based on the student's age as of December 1.

Age as of December 1	Computed Grade
Under 5 – Early Childhood	Early Childhood (30)
5 or 6 Years	Kindergarten
7 Years	First Grade
8 Years	Second Grade
9 Years	Third Grade
10 Years	Fourth Grade
11 Years	Fifth Grade
12 Years	Sixth Grade
13 Years	Seventh Grade
14 Years	Eighth Grade
15 Years	Ninth Grade
16 Years	Tenth Grade
17 Years	Eleventh Grade
18 Years or older	Dependent on conditions may be Twelfth Grade or Grade 14

If your district does not assign academic grades or credit for these courses, you may report "N/A", "No grade" or a similar statement in the Course Grade characteristic. However, please be consistent in your reporting. There are two additional Completion Status codes that may be submitted for students reported in Grade or Setting 14 to better represent their status.

Completion Status code "CS" should be used when the student has completed the course but has not "passed" or "failed." This code will be most beneficial for students who age out of the system. Completion Status code "OE" may be used for students who will continue in the same course in the next school year (students in grade 14 only).

Special Ed Students in Center-Based Programs

Center-based special education students should be reported in TSDL with teacher PICs just as any other student. Course Grade is a free text field. Your district may report "N/A", "No grade" or something similar. However, please be consistent in your reporting.

Special Ed Teachers in Inclusion Classes with Regular Teachers

If a course is using a team-teaching situation, both teachers should be reported. If the special education teacher is providing supplementary assistance and is not considered the teacher of record, it is a local decision whether or not to report them.

Special Education Transitional Services

Those students who are 21 years of age or younger as of the Special Education count date for the school year for which you are reporting (first Wednesday in October) should be included in TSDL, as well as all other students with disabilities receiving special education programming or services. Students who are 22 years of age or older as of the Special Education count date for the school year in which you are reporting are not required to be reported in TSDL.

Course Type for Special Education Courses

Select the type that best fits the course rigor. There is no "special education" or "remedial" course type. Most courses will likely be either "regular" (01) or "Other" (00). This is a local decision.

Special Education Students Reported in Grades 9 – 12 Who Do Not Receive Course Grades

If these students do not have a grade recorded on their academic record for these courses, you may report "N/A", "No grade" or a similar statement (please be consistent in your reporting) in the Course Grade characteristic. However, if any other type of grade *is* recorded on these students' academic records, then that information should be reported in the Course Grade characteristic.

You also have the option of reporting students with severe impairments with Subject Area Code "73" and Course Identifier Code "039". Credits Granted and Course Grade are not required to be submitted for students reported with this NCES SCED subject/course combination. The Completion Status characteristic allows for the reporting of two additional values (CS – Completed/Special Ed Only and OE – Ongoing Enrolled) for students reported with this subject/course combination.

Reporting Career and Technical Education Student Data

Courses taken through a *state-approved* CTE program that are reported in the Career and Technical Education Information System (CTEIS) are not required to be reported in TSDL. If it is easier for districts to report courses than to exclude them from the extract, then they can be reported with "00" in

the Subject Area Code characteristic in the Student Course Component. In this case the PIC would not be required; however, all other required data must be included.

If a course is not offered through a *state-approved* CTE program or is not reported in CTEIS, the teacher and course information must be reported in the TSDL Collection following the same rules as any other secondary-level course.

Only *state-approved* CTE courses that are reported in CTEIS may be reported with "00" in the Subject Area Code characteristic in the Student Course Component.

CEPI will obtain students' CTEIS data utilizing the UIC to meet reporting requirements for *state-approved* CTE programs; therefore, you should continue to report these students in CTEIS.

Reporting Course Information

NCES SCED course codes are required for the 2014-2015 TSDL Collection. Districts should use the most accurate and descriptive codes possible. Choose the course code that most tightly aligns with the content delivered and assessed in the course.

SCED Code

The National Center for Education Statistics (NCES) has created the SCED codes, a taxonomy for assigning standard codes to elementary and secondary courses. This taxonomy is intended to make the reporting process easier for school districts and states to maintain longitudinal student records electronically and to transmit course-taking information from one student information system to another, from one school district to another, and from a school district to a state department of education. Changing course numbers in your student data system to match the SCED may help avoid confusion and is a decision to be made between your district staff members and your local software vendor.

Additional information, including Subject Area Code and Course Identifier Code lists, may be accessed online at the sites below:

Prior-to-Secondary School Course Classification System

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011801>

Secondary School Course Classification System

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341>

Beginning with the 2013-2014 TSDL Collection, both a Subject Area Code and Course Identifier Code are required to be reported.

Elementary School Courses

There is a general education Subject Area Code for all inclusive instructional settings. Course grades are not required for students taking elementary courses; however, a completion status

must be reported for elementary-level courses. If you choose to report course grades for these classes, the system will allow one grade per course. It is up to your district to determine if you will be reporting subject areas as individual courses or as self-contained courses.

If the content is taught as part of a self-contained classroom with the same teacher delivering instruction in most or all of the content areas, then the prior-to-secondary non-subject specific course code based on the course level should be reported (e.g., 73031 = 1st grade course level, 73032 = 2nd grade course level).

- NOTE: If a student also has pull-out classes with other teachers, such as art, music, or physical education, the specific course code for these breakout courses and the appropriate teacher PICs may be reported to ensure growth data is available to the local district to aid in these teachers' evaluations.
- If the content is not taught as part of a self-contained classroom with the same teacher delivering instruction in most or all of the content areas, then the applicable prior-to-secondary codes for each course should be reported.

Middle School Courses

You can report students in grades six–eight in the TSDL Collection with secondary or prior-to-secondary course codes. If a student would receive high school credit for successfully completing the course, then the Secondary School Course Classification System should be used to determine the appropriate course code. If a student would not receive high school credit for successfully completing the course, then the course should be treated as an elementary course and coded using the Prior-to-Secondary School Course Classification system.

Virtual Courses

Virtual courses are treated the same as any other courses, except that the type of virtual course must be identified and using the PIC to identify mentor teacher. Mentor teachers must be certified teachers.

Generic Course ID or Courses That Do Not Fit

MSDS uses a combination of the Local Course ID and Course Section ID to determine a unique course. Using a generic course ID may result in students being identified in a "course" that was unintended.

Districts should use the NCES course code that best describes the class. If none of the specific course codes are appropriate, each subject area has an "Other" course code that may be used.

NOTE: The Michigan Department of Education Office of Special Education (OSE) has created a list of suggested courses for students receiving special education services. It is available on the [TSDL Web page](#) under the "TSDL Training and Resources" section. For additional assistance with determining codes for special education courses, please contact Jessica Brady at OSE (bradyj@michigan.gov).

Reporting Course Grade and Completion Status

Grade Changes

If a course grade is changed for a student, the updated course grade can be reported in another TSDL submission in MSDS. This collection is an ongoing data collection and will reflect the student's performance in a class throughout the school year. If the same Local Course ID, Course Section ID and Academic Year are submitted for a student in a subsequent TSDL submission, the course from the subsequent submission will replace the course from the previous submission.

Incomplete

Students who do not have a final grade in a course by the certification deadline may be reported in TSDL with an "I" (incomplete) or similar coding as determined by the district. Please be consistent in your reporting. Any course grade that would be reported on a student's academic record, traditional or otherwise, should be reported.

Final Course Grade Structure

Districts can use any grade structure or system to report students' final course grades. The TSDL workgroup made the decision to keep the Course Grade characteristic a free-text field, as there is not a state standardized grading structure. Letter grades or text grades can be reported, with a maximum length of 25 characters. It is up to the district to determine what should be reported in this field, but CEPI expects the same grade that is reported on the student's academic record.

Credits Granted

Credits Granted will allow values from 0.00 to 9.99 to be submitted. Credits Granted are in Carnegie Units.

The Carnegie Foundation for the Advancement of Teaching posts: *The unit was developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject—meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year—earns the student one "unit" of high school credit. Fourteen units were deemed to constitute the minimum amount of preparation that could be interpreted as "four years of academic or high school preparation."* - <http://www.carnegiefoundation.org/faqs>

Another example: a course that meets every day for one period of the school day during the entire school year would offer one Carnegie unit. A Carnegie unit is thus a measure of "seat time" rather than a measure of attainment of the course objectives.

If your district does not award credit in Carnegie units, you will need to work with your local student information system vendor to be sure that the credit reported in TSDL is in Carnegie units.

Year Long Courses

For full-year courses that have semester grades and no combined final grade, the CourseSectionID characteristic should be used to differentiate between the semester courses. In this case, *each semester would be reported as though it is a different course*. The CourseSectionID is a free-form text field and has a maximum length of 20 characters. The district must decide exactly which data to report in this characteristic in order to differentiate the semester courses. As an example, the first semester Course Section ID might be reported as "S1" or "A". The appropriate PIC and course grade would be reported, as well as all other pertinent course data. The second semester CourseSectionID might be reported as "S2" or "B". Again, the appropriate PIC and course grade would be reported, as well as all other pertinent course data. The system will generate a record-level error if the same Local Course ID, Course Section ID and Academic Year are reported for a student in the same TSDL submission.

Academic Record – Report Card or Transcript

A student's academic record could be a report card or a transcript. For high school classes, the semester and/or final course grade may be recorded on the transcript. The report card might not be the official academic record because mid-term grades might be included on the report card. The *final* course grade for a class is expected to be reported in this collection. If the class is broken into multiple segments, such as semesters, quarters or trimesters, report the course grade that would be reported on a high school student's transcript. For an elementary student, report the course grade information and completion status you would put into a student's CA60. (However, course grades are not required to be reported in TSDL for students taking prior-to-secondary level courses.)

For full-year courses that have semester grades and no combined final grade that is reported on the student's academic record, review the section on Year Long Courses.

Elementary Grade Levels

As some districts do not have electronic grades for elementary students, the lack of electronic tracking at the elementary level is one of the reasons course grades are not required until students are taking secondary level courses and only completion status is required at the elementary level. However, if you have the ability to submit grades either through online entry or electronically you may do so.

Secondary Grade Levels

Secondary grade levels are generally 9–12. However, some districts consider grades six–eight to be secondary as well. How these "middle" grades are classified is a local decision. Keep in mind, this collection includes both student grade levels AND course levels. A student in an

eighth-grade level may take a ninth-grade course, in which case a course grade and credits granted must be reported.

Course grades are required for secondary courses except when the completion status is "AU" (audited) or "OE" (on-going enrolled) when the combination of the Subject Area Code and Course Identifier Code is 73039. Reporting course grades for elementary classes is optional. When a Course Grade is reported, it is a free form text field.

If you have a student in grade level six–eight who is taking a secondary-level course, this course must be reported with the appropriate secondary-level Subject Area Code and Course Identifier Code. In this case, the course grade and credit granted would be required. Course Grade is a free-form text field. You would submit the course grade as it would appear on the student's academic record.

Reporting Teacher Data (MSDS and REP)

The Personnel Identification Code (PIC) is a unique identifier assigned by the Registry of Educational Personnel (REP) to every school employee. The PIC is created using the employee's name, Social Security number, date of birth, and gender. The PIC is comparable to the student Unique Identification Code (UIC). Each employee submitted in the REP has a PIC. The district's REP authorized user has access to all personnel data submitted for that district in the REP. Your REP authorized user can download a complete copy of your district's last submission. Staff members' PICs are included in that file.

The PIC number data type in the REP Application is a 10-character/integer field. Currently, the shortest PIC number is three digits and the longest is six. The REP Application does NOT allow leading zeroes for PIC numbers.

The PIC characteristic in MSDS has a maximum length of 10 characters and is a numeric data type. The PIC numbers entered into MSDS may be entered exactly as they are in REP (no leading zeroes) OR they may have leading zeroes. When MSDS validates a PIC number against the REP, all leading zeroes will be stripped for comparison purposes.

The only check that the TSDL Collection will make with regard to a reported PIC is to ensure that it is a valid PIC within the REP Application. No additional information regarding the teacher is reported in the TSDL Collection. Data quality messages will be sent to districts showing teachers reported in REP that are not associated with a student in TSDL, teachers reported in TSDL but not reported in REP by your district, and other reports that will compare data from MSDS and REP.

Personnel Search

The REP includes a PIC lookup feature called Personnel Search. This feature allows a REP authorized user to search for a PIC using core field information, including the Social Security number or credential number. This functionality is available outside of the regular REP collection window so a PIC can be obtained when a new employee enters the district. REP authorized users have access to the REP lookup feature. New users of the PIC lookup feature are required to submit a REP security agreement. The security agreement can be accessed on the CEPI website at http://www.michigan.gov/cepi/0,1607,7-113-986_10478---,00.html.

There are three levels of security access to the REP Personnel Search Application which your district may select for an individual user:

1. REP authorized user (full access to REP Application and REP Personnel Search)
2. PIC lookup and authorization to create a new PIC
3. PIC lookup only

The security agreement can be accessed on the CEPI website at http://www.michigan.gov/cepi/0,1607,7-113-986_10478---,00.html.

Because confidential data are utilized in this application, it is important that superintendents/chief administrators only authorize access to users who may view confidential data.

Security access is determined by the district superintendent or public school academy chief administrator. A security agreement form would be completed by the person requesting access, and the form must be signed by the superintendent/chief administrator.

REP authorized users are not required to submit an additional security agreement to have access to the Personnel Search. However, if an individual does not have access to the Personnel Search but has a MEIS account, he/she may submit the appropriate security agreement form to obtain access to the Personnel Search.

A link to the Personnel Search is located on the REP Main Menu. Only authorized users may access the Personnel Search feature within the REP.

REP Reports

Two REP reports are available to the REP authorized users that will provide a list of all of the PICs for current staff members as reported in the REP by each district. These reports may be downloaded and saved to your local computer and then utilized by the district. As these reports contain staff members' personal information, they should be saved in a secure location.

- 1) Download REP Data File

2) Employee Listing by District

More information about these reports can be found in the REP User's Guide and the Personnel Search User's Guide, which are located on the REP Web page under REP Help and Resources, at:

http://www.michigan.gov/cepi/0,1607,7-113-986_10478---,00.html

REP Crosswalk

The REP Crosswalk is a tool that can be used by districts to assist with mapping school personnel assignment codes across applications. It aligns NCES SCED codes to REP assignment codes and teacher certification endorsement codes. Districts may also wish to add their local course codes for even further enhancement of this tool. The REP crosswalk is available on both the TSDL Web page (http://www.michigan.gov/cepi/0,4546,7-113-986_50502_57560---,00.html) and the REP Web page (http://www.michigan.gov/cepi/0,1607,7-113-986_10478.html).

Highly Qualified Teachers

Highly qualified teachers reported in grades seven – eight in REP may be impacted if you place teachers in classes for which they are not highly qualified. If the SCED codes align with the appropriate REP assignment and endorsement code, the district will not have a problem with highly qualified in the REP.

Teachers in Academic Areas Not Tested

Teachers for academic areas that are not tested, such as art, need to be reported. This would be an area where teacher evaluations will be locally determined, based partially on student growth data. NOTE: All teachers must have an effectiveness label reported in the REP EOY Collection.

Teacher of Record

The teacher-of-record is the certificated teacher who provides instruction, who tests and quizzes, who evaluates the pupil's performance and gives the pupil a grade. The on-site mentor may or may not be the teacher of record. The on-site mentor shall be a certificated Michigan teacher employed by the district. (Source: Michigan Department of Education, Pupil Accounting Manual, August 2010).

Teacher(s) responsible for the students' outcomes

Multiple teachers (maximum of three) may be associated with a single student/course. It is a local decision as to which teacher(s) will be held accountable for a student's performance in a particular course. This is applicable for long-term substitute teachers as well.

The MSDS will allow up to three teachers to be associated with a course. It is a local decision as to which teachers to include. If a teacher is responsible for the instruction of a course for a period of time determined to be a significant factor in student performance for the course, he or she should be reported. This may be a teacher (substitute) who is filling in for the teacher-of-record for an extended period of time or a teacher who has taken over as the teacher-of-record for the course. When the student's performance data are returned, the district must determine how the performance data for the students in that course impact the teachers' effectiveness labels.

Substitute Teachers

Substitute teachers should only be reported in the TSDL Collection when they are the teacher of record (i.e., when they provide instruction, test/quiz the students, evaluate their performance, or if they were responsible for the instruction of a course for a period of time determined to be a significant factor in students' performance in a course). In all other cases, reporting a substitute teacher with a course is at the district's discretion.

Virtual Delivery/Online Teachers

With minor exceptions, a teacher of record must be reported for every student. If the course is virtual, and there is no "teacher of record," then the mentor teacher must be reported. You may indicate that the teacher is working in a mentor capacity rather than as the teacher of record for these virtual instruction situations. A mentor teacher must be a certificated teacher.

Online courses should be reported using the Virtual Method characteristic and the teacher may be identified as a mentor teacher. Credit recovery courses are treated as any other course. If they are being completed through a virtual program, they may also be identified using the Virtual Method characteristic and the teacher as a mentor teacher. Mentor teachers must hold a Michigan teaching certificate and be certified at the grade level. If the teacher is simply facilitating and not teaching the online course, he/she does not need to be certified in the subject (or Highly Qualified).

Early Middle College Teachers

A PIC does not have to be reported for courses that are taken for post-secondary credit and taught by a post-secondary instructor. However, not all courses taken by early middle college participants can be classified as "post-secondary." If the course is taught at the college, a teacher PIC is not required because the instructor is probably not reported in the REP application. If the student is receiving high school credit and the course is taught at the school district, the teacher PIC must be reported, as this teacher should be reported in the REP application.

Courses for which the student earns only post-secondary credit should be reported with the Course Type "07" (Dual Enrollment/Early Middle College), which means the reporting of a teacher/PIC is optional.

Teachers Assigned for a Student Testing Out of a Course

Students testing out of a course should be assigned to a teacher and a course. That teacher would then be considered the teacher of record and responsible for testing the student out of taking the course. If it is a core content course, the teacher must be highly qualified. Any course grade or credit given should also be reported.

Elementary Specialty or "Pull-Out" Teachers

Elementary specialty or "pull-out" program teacher reporting is determined by each district. Here are some possible scenarios your district may wish to use as examples:

- 1) If the course is considered separate from the self-contained course (e.g., a different instructor), the teacher should be reported as associated with that individual course.
- 2) If the teacher issues a grade for the student but it is combined with the general/inclusive classroom course grade, the teacher may be reported as a co-teacher along with the primary instructor.

- 3) If the teacher is providing supportive or supplemental instruction only and would not be considered the teacher of record, he/she does not have to be reported.

CTE Teachers

Students taking state-approved CTE courses that are reported in the Career and Technical Education Information System (CTEIS) do not have to be reported in the TSDL Collection. CEPI will obtain this data from CTEIS. If you choose to report these students' courses in the TSDL Collection, they must be reported with a Subject Area Code of "00" and a PIC will not be required. NOTE: If the course is not reported in CTEIS, the teacher and course information are reported in the TSDL Collection following the same rules as any other secondary-level course (you would not report the course with a Subject Area Code of "00")

Non-Instructional Staff

Non-instructional staff members (e.g., counselors, social workers, teacher consultants, learning consultants, and speech and language pathologists) are not reported in TSDL.

Summer School Teachers

Summer school teachers should be reported with the student and course they instructed.

RESA/ISD Teachers

If they are the teacher of record for a course, then they should be reported in the TSDL Collection in MSDS. If they have an instructional assignment, CEPI would be looking for an evaluation to be reported for them in REP.

Teacher Evaluation & Reporting

Teacher Evaluations in Co-Teaching Situations

The TSDL allows the reporting of co-teachers as teachers of record. Data will be provided to as many teachers as are listed as the teacher(s) of record. An effectiveness label is required to be attributed to those teachers. In addition, while it isn't required, part of the local negotiation in a co-teaching situation should take into account that these teachers need to be able to teach well together. The evaluation does not have to be based on student performance data alone.

ISD/RESA Teachers

If the teacher has an instructional assignment, an effectiveness label must be reported.

Courses with No State Test, Such as Art or Gym

TSDL needs the teacher to student connection. Therefore, these courses should be reported in TSDL with the appropriate teacher(s). These teachers must have an effectiveness label reported for them. Arts teachers are a good example of the evaluation being locally determined and only partially based on student performance data.

Virtual Courses and Teacher Accountability

All virtual courses must have a local certificated instructor assigned as the teacher of record. This teacher should be reported for the course. You may choose to indicate that the course is virtual and the teacher as a mentor. Remember, how the growth data for students is applied to the teacher evaluation process is up to the local districts to determine.

Teacher Evaluation and Student's Failure for Lack of Attendance

Whatever course grade is given to a student is not relevant to the teacher's evaluation at the state level. Locally, you may say the number of students who pass a course is relevant, but that is not done at the state level. All CEPI will be looking for is a teacher teaching a course and a group of students affiliated with that course, and then CEPI will push the preliminary performance data out. Locally, you decide which students are used for counting and also establish if you are looking for passing or failing rates.

Impact of Data on Teacher Evaluations

The key is to keep in mind that the data will be provided back to the district, and it is up to the district to decide how to use that information in teacher evaluations. You may report three teachers, but the student performance data may really only apply to one of those teachers. It is up to the district to decide how much of an impact that data has on teacher evaluations.

ISD and Special Education Teacher Evaluations

As far as educator evaluation, any teacher of record for a course taken by a student with disabilities would receive whatever assessment data are available for him or her. It would be a local decision as to how to best integrate that data into a local evaluation. It may be that the measures of growth for these students may be more local measures.

Student Test Scores a "Significant" Portion of Evaluation

Tests are designed and keyed to MDE's grade-level content expectations. They measure the content CEPI expect to be taught. We do acknowledge that test scores are not a complete indication of how well a student is doing. But, it is an important part of the picture.

High School Students' Growth Data

At this time MDE does not have sufficient information to provide performance data for high school students, as there is only one assessment test in high school. CEPI does anticipate performance data for high school students coming in the future. MDE will provide the proficiency levels from the Michigan Merit Exam (MME) and will break it out by sub-scores. Districts may use other local assessments and need to think creatively about what data are available that may be included in the measurement of student performance and its association to the evaluation process.

Value-Added Growth Modeling

MDE does not utilize the value-added modeling system. It is certainly part of the picture, but not all of it. Experts on this subject were consulted. Many people would like one uniform system, but there is not currently a mandate to support this. Therefore, MDE would like to produce several models/recommendations. There is not usually a one-size-fits-all for these types of situations.

MIAccess Students and Growth Measurement

If students participate by taking the MIAccess Functional Independence, MDE will generate performance data for them. For supported independence and participation, no growth data are available, but there is performance/proficiency-level data. As far as educator evaluation, any teacher of record for a course taken by a student with disabilities would receive whatever assessment data are available for him or her. It would be a local decision as to how best to integrate that data into a local evaluation. It may be that the measures of performance for these students may be more local measures.

Growth Data Must be Significant Part of Teacher Evaluation Process

Legislation indicates growth data needs to be used as a significant portion in the teacher evaluation process. But there is no definition of "significant." It could be interpreted as important, vital, included, etc. It is up to the districts to define significant.

Reporting Data to the Public

CEPI posts summary reports of the effectiveness ratings by district in the [MI School Data portal](#). Reports summarizing effectiveness ratings of all educators, including teachers, principals and other administrators, are produced and posted each fall for the previous year's collections. These reports are developed in cooperation with MDE.

TSDL Resources and Other Information

TSDL resources including guidance documents, PIC Search video and PowerPoint, may be accessed on the Additional Resources and Training section of the TSDL Web page (http://www.michigan.gov/cepi/0,4546,7-113-986_50502_57560---,00.html).

If you have additional questions, please send an email message to CEPI@michigan.gov. Indicate the CEPI application/collection you are using (MSDS/TSDL) and a detailed description of your specific question/issue. To avoid violating the Family Educational Rights and Privacy Act (FERPA), please do not include student-identifying information in the body of your message or in unencrypted attachments. Include your full name, district code, district name, complete telephone number with area code and extension.

